



Sydney Catholic Schools

2020

ANNUAL SCHOOL REPORT



Trinity
CATHOLIC COLLEGE

Trinity Catholic College

13 Park Road, AUBURN 2144

Principal: Mr Daniel Delmage

Web: <http://trinity.catholic.edu.au>

About this report

Trinity Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA), and managed by Sydney Catholic Schools Ltd (SCS) as trustee for the Sydney Catholic Schools Trust, the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The Annual School Report to the Community provides parents and the wider College community with fair, reliable and objective information about College performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the College community and Sydney Catholic Schools. This Report has been approved by Sydney Catholic Schools who monitors that the College has appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation.

This Report complements and is supplementary to College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College's website.

Message from key groups in our community

Principal's Message

The College's Annual Report is an overview of the amazing achievements of our school as we made Jesus known and loved and focused on the importance of learning. Remarkably, we achieved much in an extraordinary year punctuated by the impact of Covid 19, online learning and finding a new way of schooling. All this, in what was the 25th anniversary of the college.

In 2020 we developed a more contemporary and collaborative pedagogy, strengthened staff understanding and commitment to shared responsibility and reinforced our collaborative approach to literacy and numeracy informed by the used of data. We developed a consistent teacher peer observation and feedback cycle, including student feedback. In addition, we continued to strengthen our positive student management framework and provided ongoing staff professional learning to develop our capacity across all aspects of positive student management and wellbeing.

We consolidated and improved our practice and approach to whole-school differentiated learning and teaching with a specific focus on students with diverse learning needs and we also ensured that the renovations across both campuses provided an integrated and contemporary whole-school environment to support learning, teaching and student achievement across all areas of Catholic school life.

Parent Body Message

Throughout 2020 our Parents and Friends group continued to meet online and provided advice and feedback to the Principal and school on many issues, including online learning and the wellbeing of the students, the ongoing building and renovation of both campuses and the revitalisation of aspects of the school uniform. We are grateful for the excellent communication from the school throughout the year, keeping parents and families well informed and up to date with information and guidance, especially during the online learning period. The school was very supportive in organising online parent teacher interviews and in making sure every student could access their lessons from home. The personal contact by staff and teachers with students and families was highly beneficial during home learning and helped students keep focused and positive.

Throughout this challenging year we appreciated the work and dedication of the Principal and staff in supporting us as parents and in keeping the wellbeing and education of our children at the centre of all their efforts.

Student Body Message

Being a member of Trinity Catholic College this year has been a positive and fulfilling experience. Despite all the challenges of the pandemic, we have been encouraged by staff in our learning and strongly nurtured in our faith development.

Many opportunities for student leadership gave us the chance to be involved in college life across many fields including sport, cultural activities, dance, music, choir, debating, public speaking, formal leadership positions and more. In 2020 our Student Representative Council went well beyond expectations by organising many activities and challenges online to ensure that despite the physical isolation and challenges of the year, we were still connected as one community in spirit.

The attentiveness of staff to our pastoral needs and our teachers' ability to adapt quickly to online learning via zoom ensured that no student was at a disadvantage. As a Marist Catholic community we continued to uphold our values of family spirit, presence, simplicity, love of work and the way of Mary in all that we do. In 2020 we were once again honoured to be given many opportunities to serve the school and the wider community, helping us to create a stronger relationship with God in Christ.

School Features

Trinity Catholic College is a Catholic systemic co-educational secondary school located in Auburn. We were proud to celebrate our 25th Anniversary in 2020, building on the strong traditions of Catholic education in the local area since 1893.

We are inspired by the Marist tradition and strive to live by the values and example of Jesus Christ in all that we do. Most our students are from the parishes of Auburn, Lidcombe, Berala, Sefton and Auburn South with others travelling from further afar. Our enrolment continues to grow, with a very keen demand for places, particularly in Year 7. Our students reflect the rich diversity of the local area, representing many backgrounds and cultures. This is a strength of our school and helps us build quality relationships based on empathy, understanding and respect, equipping our young people to be active and responsible citizens in Australian society.

The quality of our pastoral care is central to the mission of the College. In seeking to develop students into confident, compassionate young women and men, we provide a pastoral care program that addresses the needs of young Australians in the 21st century. We foster a family spirit based on respect, responsibility and a commitment to developing young people to be the very best they can be. It is the genuine care that students experience in our community that enables quality learning to occur.

The College has a well-established culture of excellence in teaching and learning. Students achieved very commendable results across their courses in the 2020 Higher School Certificate, with over 75% of our students gaining university entry on completing their education at the College. Importantly, all of our Year 12 students worked hard and many went directly into trade training, apprenticeships, traineeships and work, having successfully completed vocational courses whilst still at school.

Students of all year groups have many opportunities for involvement in leadership, social justice groups, community service, representative sport and culture and the arts. In 2020, despite the many challenges of the pandemic, our students continued to access these opportunities, often in new and agile ways.

Faith development, quality care, excellence in learning and teaching and opportunities for involvement in leadership characterise this genuinely Catholic and proudly Marist secondary college. We are very grateful to our parish communities and especially to our parish priests for their ongoing and generous guidance and support.

Student Profile

Student Enrolment

The College caters for students in Years 7 – 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020:

Girls	Boys	LBOTE*	Total Students
577	680	1120	1257

* Language Background Other than English

Enrolment Policy

The Archdiocese of Sydney has established an [Enrolment Policy for Systemic Catholic Schools](#). Sydney Catholic Schools monitor the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees. Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the [Sydney Catholic Schools website](#).

Student Attendance Rates

The average student attendance rate for 2020 was 93.74%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
95.95	94.10	93.09	94.50	93.96	95.23

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of

students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- Providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from College are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the designated Sydney Catholic Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

Student Retention Rate

Of the students who completed Year 10 in 2018, 89% completed Year 12 in 2020.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2020	
% of students undertaking vocational training or training in a trade during the senior years of schooling	37 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	99 %

Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort.

Our Year 12 students pursued a variety of pathways following their Higher School Certificate, many having also obtained qualifications in vocational courses. Our Year 12 graduates took up the following opportunities;

- 76% commenced university studies
- 11.5% commenced post school education, TAFE training and apprenticeships
- 12.5% gained full or part time employment.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	133
Number of full time teaching staff	82
Number of part time teaching staff	26
Number of non-teaching staff	25

Total number of teaching staff by NESA category

Teachers at this College are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 94 teachers
- Provisional 597 teachers
- Proficient 5111 teachers

Teacher status at individual schools can be sourced directly from the College.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject-specific in services, meetings and conferences and a range of professional learning programs provided by the Sydney Catholic Schools (SCS). The College takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

In 2020 the focus of our professional learning was high impact and evidence-based teaching strategies. In response to COVID-19, staff also completed training in digital education to deliver high quality lessons online.

Our staff learning communities continued to be the primary vehicle for teacher development, focussing on practices and strategies that cater for diverse learners. Staff also conducted peer-observations within and across facilities, developing feedback processes to improve their practice.

Our early career and new teachers also attended a series of workshops to equip them to work with students and colleagues in taking forward the mission of Catholic education at Trinity Catholic College.

Catholic Identity and Mission

Catholic Schools have a unique role in the evangelising and educating mission of the Church. The Archbishop's Charter for Catholic Schools sets out the purpose and mission of Catholic schools in the Archdiocese of Sydney. In responding to the Charter, the College engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the College community.

The College follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Archbishop of Sydney.

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation site](#) on the Sydney Catholic Schools website.

Students in Years 6, 8 and 10 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

The College follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Archbishop of Sydney.

All students in Years 7-10 complete 200 hours of the mandatory Religious Education course, Catholic Studies. Students in Year 11 and 12 undertake the course, Studies in Catholic Thought, or one of the Board determined courses, Studies of Religion I (120 hours) or Studies of Religion II (240 hours). Students who complete the Board determined course also meet the requirements of the Archdiocese to incorporate the teachings and values of the Catholic Church where it is appropriate.

Our College vision is to be a genuinely Catholic community of parents, students, teachers and parishes working in partnership to ensure that our students are safe, happy, well taught and learn to love Jesus and to live by His values in the Marist way.

In 2020 this vision was implemented through;

- our Religious Education program that invites students to explore and celebrate the faith tradition of the Catholic Church
- reflection days and a retreat for Year 12
- a strong focus on daily prayer in the school and classroom
- a liturgical life that is Eucharist centred and reflects the diversity and character of the College community

- regular opportunities for staff and students to participate in prayer, Reconciliation, Adoration, Rosary and celebration of the Eucharist
- partnership with the parish priests and communities of Auburn, Berala and Auburn South, Lidcombe and Sefton
- teaching and learning programs in all subject areas that are centred on the Catholic values as expressed in the Archdiocesan documents, *A Sense of the Sacred* and *Towards Wholeness*
- the presence and work of the Marist Brothers and Dominican Sisters of Saint Cecilia in the school community
- active participation in social justice through charitable appeals and solidarity with those in need
- a spirituality day to inform and develop the faith life of all of our staff
- involvement in the broader life of the Church
- active involvement of students in Sydney Catholic Schools and college youth ministry events
- active involvement of staff and students from Years 10, 11 and 12 in Marist youth programs.

Students in Year 7 and 10 sat the Archdiocesan Religious Education examination in October 2020, with 41.2% of our students achieving Distinction and High Distinction results. Year 8 students scored above the Archdiocesan average mark and Year 10 results were equivalent to the average mark. As well, two of our students placed in the top 10 students of the Archdiocese.

Curriculum, Learning and Teaching

Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of Sydney Catholic Schools (SCS). The Sydney Catholic Schools [Statement on Authentic Learning](#) outlines our beliefs about how students learn. It provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

The Stage 4 courses undertaken by students were: Religion Catholic Studies, English, Mathematics, Science, History, Geography, Music, Visual Arts, Italian, Personal Development, Health and Physical Education and Design and Technology.

The College offered NSW Education Standards Authority (NESA) mandated, developed and endorsed Stage 5 and Stage 6 courses. Stage 5 mandatory courses offered were Religion Catholic Studies, English, Mathematics, Science, Australian Geography, Australian History and Personal Development, Health and Physical Education. The elective courses offered were Big History, Commerce, Drama, Design and Technology, Food Technology, Graphics Technology, History, Industrial Technology Timber, Information and Software Technology, Music, Physical Activity and Sports Studies, Textile Technology, Visual Arts and Work Education. The number of students in each of these electives varied according to resources available and student interest.

The Higher School Certificate courses offered in 2020 were Ancient History, Biology, Business Studies, Business Services, Chemistry, Community and Family Studies, Design and Technology, Economics, English Advanced, English Standard, English Studies, English Extension 1, English Extension 2, Exploring Early Childhood, Geography, History Extension, Hospitality, Industrial Technology, Information Processes and Technology, Legal Studies, Mathematics Standard, Mathematics, Mathematics Extension 1, Mathematics Extension 2, Modern History, Music 1, Personal Development, Health and Physical Education, Photography Video and Digital Imaging, Physics, Religion Catholic Studies, Retail Studies, Senior Science, Sport, Lifestyle and Recreation 1 Unit, Sport, Lifestyle and Recreation 2 Unit, Studies of Religion 1 Unit, Studies of Religion 2 Unit, Visual Arts and Work Studies.

Additionally, the College supported a number of students in undertaking courses at Technical and Further Education Colleges, Saint Yon Vocational College, Southern Cross Vocational Catholic College and at the Saturday School of Community Languages. In addition, we had a

number of students complete school-based apprenticeships and traineeships in Construction and Plumbing.

Student Performance in Tests and Examinations

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy.

The NAPLAN assessment was cancelled for 2020.

The decision was made nationwide by the Education Ministers to assist school leaders, teachers and support staff in focusing on the wellbeing of students and the continuity of education during the COVID-19 pandemic. This means that those in Years 3, 5, 7 and 9 in 2020 will not have undertaken the assessment and hence, no results are available for the individual or the school.

Higher School Certificate (HSC) Diocese

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

NB: A number of new syllabuses were implemented this year which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

In the 2020 HSC, there were 176 students in Year 12 of whom 99% were awarded the Higher School Certificate and two students of Year 12 were issued with a Record of School Achievement.

We had 151 students sit HSC examinations with approximately 810 exam papers in 31 different courses. Analysis of these results indicates continuing academic growth for this group as they progressed from Year 7 to Year 12 with 70% of all Trinity HSC results in Bands 4, 5 and 6.

Our students achieved commendable results in the Higher School Certificate with our best performing subjects being Chemistry, Studies of Religion 2 unit, Modern History, Information Processes and Technology, English Extension 2, Ancient History and Extension Mathematics. Our students undertaking vocational education subjects performed very well, with 55 students achieving their full VET certificate as well as the Higher School Certificate as part of our HSC Plus program.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2018		2019		2020	
	School	State	School	State	School	State
Ancient History	49 %	36 %	27 %	36 %	41 %	33 %
Chemistry	42 %	42 %	48 %	46 %	53 %	43 %
English (Advanced)	64 %	63 %	51 %	62 %	46 %	63 %
English (Standard)	23 %	15 %	5 %	12 %	2 %	12 %
English Extension 1	100 %	38 %	-	-	100 %	93 %
English Extension 2	100 %	17 %	-	-	100 %	82 %
Info Process & Technology	38 %	38 %	63 %	35 %	50 %	32 %
Mathematics Extension 1	100 %	33 %	76 %	80 %	76 %	75 %
Modern History	62 %	42 %	40 %	40 %	32 %	37 %
Studies of Religion I	49 %	37 %	73 %	46 %	50 %	44 %
Studies of Religion II	65 %	41 %	50 %	45 %	50 %	44 %

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2020, the number of students issued with a RoSA was 10.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#). This policy is underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

The Australian Student Wellbeing Framework (ASWF) provides a vision and guiding principles that assist school communities to develop positive school cultures that promote student wellbeing and develop respectful relationships. It assists schools to identify priority areas and measure progress in the development of safe school communities. The Australian Student Wellbeing Framework (ASWF) assists schools in:

- planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing.
- creating teaching and learning communities where all members of the College community are safe from harassment, aggression, violence and bullying. It also responds to new and emerging challenges for school communities such as ensuring cyber safety.

There were no changes made to this policy this year.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned to the [Student Management: Suspension, Transfer and Exclusion Policy](#). Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College. Further information about this and other related policies may be obtained from the College's website.

There were no changes made to this policy this year.

Anti-Bullying Policy

The Archdiocese of Sydney has established an [Anti-Bullying Policy](#) which is implemented by our school and all systemic schools in the Archdiocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. Sydney Catholic Schools (SCS) monitors the implementation of this policy.

The full text of the [Anti-Bullying Policy](#) may be accessed on the College's website, the administration office or at the SCS website at this [link](#).

SCS is currently undertaking a review of all system wide policies, including the Anti Bullying Policy.

Complaints Handling Policy

The Archdiocese of Sydney has established a [Resolution of Complaints Policy](#) which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was updated and approved in September 2020.

The full text of the Resolution of Complaints Policy may be accessed on the College's website, the administration office or at the SCS website at this [link](#).

In addition to this policy, there is also a [policy and procedures for Responding to complaints and allegations related to child protection](#). Catholic systemic schools in the Archdiocese of Sydney are guided by a fundamental mission to provide a safe and supportive environment for each and every student entrusted to our care. These procedures reflect the legislative responsibilities of Sydney Catholic Schools (SCS) and demonstrate our commitment to protect the safety and wellbeing of students while supporting our employees and volunteers working with children and young people in our educational context.

Initiatives promoting respect and responsibility

In 2020 the College promoted the development of respect and responsibility through continuing our emphasis on clear expectations for responsible and respectful behaviour by all members of the community through our document *Towards a Team Approach* and by providing specific learning activities in the pastoral care program for each year group. As well, students were involved in a variety of activities to develop their understanding of the

respect due to all people as created in the image of God, particularly the disadvantaged and marginalised.

Our Lenten fundraising focused on providing support to those most in need in our community and the Winter and Christmas Appeals focused on providing necessities to the homeless and people living in poverty. Our students and families were very active in organising emergency aid for Lebanon following the crisis in Beirut and several containers of goods were donated in record time to this worthy cause.

Despite the challenges of pandemic restrictions, our staff and teachers were very active in outreach to those in need, with students raising funds, donating items and working for charities to provide aid and sustenance in Covid safe ways. Through these many strategies and activities our students were able to develop their understanding of the plight of the disadvantaged, develop their sense of solidarity and become more empowered to take practical action to make a positive difference to the lives of others.

School Improvement

The College implements the Sydney Catholic Schools' Inquiry and Review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. The College's Strategic Improvement plan and Inquiry and Review cycle is based on the Sydney Catholic Schools Strategic Plan: New Horizons.

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College's Strategic Improvement Plan and informed by the document New Horizons: Inspiring Spirits and Minds. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the College administrative office.

Key Improvements Achieved

The major key improvements achieved in 2020 by our school were:

- The development of contemporary and collaborative teaching and learning in religious education.
- Embedding a deeper staff understanding and commitment to teaching literacy and numeracy across the curriculum.
- Developing a more expert teaching team through student feedback to teachers and also engaging teachers in systematic processes of peer observation and collaboration.
- Using data to diagnose learning needs and to track student progress in literacy and numeracy across the curriculum.
- Strengthening our positive student management framework and providing professional learning to develop staff capacity across all aspects of positive student management and wellbeing
- Embedding procedural fairness and restorative justice principles as the foundation of our student behaviour management.
- Consolidating and improving our practice and approach to differentiated learning and teaching with a specific focus on students with diverse learning needs.
- Ensuring the renovations across both campuses provide an integrated and contemporary whole-school environment to support enhanced learning and teaching and student achievement across all areas of Catholic school life.

Priority Key Improvements for Next Year

In 2021 we will:

- Develop and deliver a co-constructed staff faith formation plan that enhances teacher knowledge of scripture and tradition and supports teachers to impact on students' faith formation and understanding of the Catholic faith.
- Continue to develop a contemporary pedagogy for the teaching of religious education.
- Continue to develop our whole school approach to teaching and learning.
- Embed our student and parent feedback processes into the teaching and learning cycle.
- Further develop the collective efficacy of staff to implement authentic evidence-based learning and teaching practices.
- Identify and mentor aspiring future school leaders.
- Explore opportunities to expand the College's relationship with families, the local community and businesses to enhance student learning experiences.
- Implement our marketing plan with a specific focus on growing enrolments to a sustainable level.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent satisfaction

Parent surveys indicated a high level of satisfaction with the school. There was strong commendation for the religious dimension of school life, the pastoral care of students and the dedication and expertise of the staff in delivering high quality teaching and learning. Our Parents and Friends Group reported a very high level of satisfaction with the school's initiatives and ongoing communication with families. The Parents and Friends group were involved in providing important feedback and ideas for the revitalisation of the College uniform and the refurbishment and building works across both campuses. Additionally, many parents expressed thanks for the extra support and care provided by the Principal and staff to their children throughout the online learning period.

Meetings and planned events for parents were impacted by the pandemic restrictions, however alternate arrangements were made and parent teacher interviews, the Year 12 graduation Mass and presentation of the annual college awards were made available to families via live stream, bringing the community together in a different way in 2020. These streamed events were very popular and many parents expressed their appreciation of this service.

Student satisfaction

Student opinion was provided through the *Tell them From Me* survey and extensive use of the *PIVOT* feedback tool, as well as through listening assemblies and focus groups. Students also completed evaluations at the conclusion of every unit of work to give feedback on their experience of learning and this information was used to inform program development. Our Student Representative Council played a very important role in bringing forward student concerns and our Year 12 exit survey measured student satisfaction with the religious dimension of school life, classroom learning and pastoral care at the college. Overall, students registered a high level of enjoyment and engagement with college life and reported a strong sense of belonging across each year group. Students reported confidence in their teachers and their expertise in their subject areas. Further, students in all year groups

indicated that they see their school as a warm and caring environment in which they are challenged to work hard and strive for their best.

Teacher satisfaction

Teacher feedback was obtained through formal surveys, staff meetings, discussions and written responses and confirmed a strong sense of satisfaction and positive staff morale at the College, despite the many changes to operations and challenges to collaboration imposed by the pandemic. Teachers and staff indicated that they were strongly supported by school leaders and coordinators throughout the working from home period and appreciated the clear guidance of the Principal and school leadership. Additionally, teachers and support staff reported a strong sense of support from the parents, who frequently expressed their appreciation to the teachers for their hard work in providing quality online lessons on a daily basis, so that the students were able to follow their regular school timetable from home. Teachers also expressed appreciation for the strong school leadership, the focus on high impact and evidence based teaching and learning and the high quality professional development provided throughout the year.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2020 year is detailed below:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$12,975,560
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3,678,059
Fees and Private Income ⁴	\$3,668,279
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$556,585
Total Income	\$20,878,483

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$11,387,087
Salaries and Related Expenses ⁷	\$15,528,365
Non-Salary Expenses ⁸	\$4,109,843
Total Expenditure	\$31,025,295

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2020 REPORT